

INTELLIGENCE
QUOTIENT

DRAWER

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Personality

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Abraham Lincoln's Personality

Intelligence Quotient

Excerpts from newspapers and other
sources

From the files of the
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You Can Raise Your Own I.Q.

*Contrary to popular belief, it is possible
for you to increase your ability to think*

by HUGO E. HELLMAN, PH.D.

DO YOU KNOW that you can increase your brain power? That you can actually become smarter than you are? That your brain is intrinsically capable of development? To the average man on the street, these will be somewhat startling statements because he believes that his degree of intelligence is stationary and that he is stuck with it. He believes this because he has heard the popular psychologists say many times that the I.Q. does not change but remains constant.

The fact that one's level of intelligence can be raised is of tremendous importance since brain power is an essential attribute of success. It is true that there are some who succeed in spite of a lack of real ability, but they are the exception rather than the rule. Generally, the world pays off on the ability to think. Why and how you can increase that ability in yourself will be of tremendous importance to your happiness.

Some years ago, I had occasion to make a close study of the life of a man who experienced (and very late in life, at that) a remarkable development in his mental powers.

That man was Abraham Lincoln.

I am convinced that if the old "blab" school in Indiana had given him an I.Q. test, he would not have rated much above average, or 100. I am quite sure, too, that if he had been tested as a young man later in his Salem or Springfield days, he wouldn't have done much better.

HOW DO we know? How can we rate the powers of his mind? It can be done by studying the products of his mind — in this case, his writings and speeches. It is my business as a university professor of public speaking to judge the mental powers of speakers from the quality of their speeches, and most of us who have been in the business for many years can do it rather successfully — usually to within four to six points of the I.Q. scientifically determined.

And by the same method we can measure Abraham Lincoln after 1855 or later when he became President. His speeches of this later period are those of a different mind. They show powers of logical analysis, cogent reasoning, and the general ability to do

abstract thinking which could not but be the product of a brain which today (by any standard intelligence test) would give him a score to put his I.Q. in the 130-140 bracket — that of near-genius or genius. Lincoln did increase his brain power — he actually raised his I.Q.

Nor is Lincoln the only one. There are hundreds of others in the history of biography — examples of minds that were average and below, which later flowered into genius — men who in their youth and school days were rated mediocre, even dull and stupid by their teachers, and later went on to astound and confound all those who knew them by the brilliance of their mental achievements.

HENRY WARD BEECHER, for example — the Beecher who later became one of the greatest pulpit orators in our history — was rated as “backward in all his studies” at ten, even “stolidly stupid” by his famous sister, Harriet Beecher Stowe.

James G. Blaine, the famous Senator from Maine who later almost achieved the Presidency, was considered “weedy, loose-jointed, awkward and dull” by his teachers in the Brownsville district school. William Jennings Bryan, who later was many times a candidate for the Presidency, was listed at Illinois College as “a diligent but not a brilliant student” who

“took weeks to master what other students could grasp in an hour.”

Nor do you have to go back to history for examples. People in my business — that of teaching — meet them every day. Boys and girls who come to us with ratings that give them small chance for success in college go on to graduate with honors from the university, finishing near the top of the class.

DO YOU know what I.Q. really stands for? What the Intelligence Quotient is? There is nothing complicated about it. The psychologists say that your I.Q. equals your mental age (M.A.) divided by your chronological age (C.A.). They arrive at your mental age by giving you a test made up of a whole batch of problems that test your ability to do abstract thinking — some easy, some hard — and then compare what you do on the test with the average that was done by thousands of others.

From this, you can see that your I.Q. does not indicate how smart you are absolutely, but how smart you are in relation to your age. It shows the rate of growth of your mind. It does not show how much brain power you have potentially, but how much you have developed at this particular period in your life.

In all of these studies of intelligence, the most significant fact that has emerged is that the aver-

*From Mediocrity to
Brilliance*

HENRY SEWARD, later the brilliant Secretary of War in Lincoln's cabinet, was reported to his father by his first schoolmaster as "too stupid to learn." Teddy Roosevelt, his best biographer tells us, showed "no marked intellectual power or scholarship" at Harvard; and much the same can be said for John Hay, who later became the Lincoln biographer and brilliant American writer. There are many more (and, it is reasonable to suppose, in all lines of achievement) whose lives prove that men can increase their mental capacities from average or even doltish up to brilliance and even genius.

age mind increases in its power to think from birth to about the twentieth year, and that from then on, it does not improve.

This is what happens for the average, but the important thing is that it does not have to happen, for, as we have seen both in the cases of our great men from history and from our students, men can continue to grow mentally.

FROM THIS, it can be concluded that the key to raising your I.Q. (assuming you are above twenty) is to find ways and means to keep your mind growing, to prevent the stagnation that takes place in its development for the

average man at about this time.

Why the average man does not continue to grow — why his developing mental capacity stagnates — is not hard to explain. All we need do is examine the life the average man lives, and the answer is obvious enough: he simply stops learning.

By twenty, he has learned the essentials of living, beginning with handling a rattle, crawling, walking, using a knife and fork, and buttoning buttons; continuing with reading, writing and arithmetic; and finishing with the special skills needed to make a living, whether they be those of a ditch digger or brain surgeon. The average man (and woman, too) has learned what he needs to know to live by the age of twenty, and he has no particular desire to learn anything else.

He learns new facts, of course, and has what we speak of as "experiences" that give him "mature judgment," but these are not really *new* learning. They do not increase the powers of the mind. Like adding more potatoes to a half-filled basket, they do not increase the capacity. And so it is that the mind ceases to grow.

Since this is the cause of mental stagnation, it is the thing that must be rooted out if you would increase your mental powers. As an adult, your job is to continue to learn — to continue to use your mind in acquiring new and differ-

ent mental skills. There are three areas in which this can be done: at living, at leisure, and at work.

By "at living," I mean in the ordinary, everyday tasks of life, such as brushing your teeth, buttoning your shirt, eating your soup, driving your car, as well as at walking, talking, writing, sitting, and the thousand and one other skills we must practice every day to live. We do not continue to learn at these because we do them from habit — over and over again — in the same unconscious fashion. If you doubt it, try to recall the last time you paid any conscious attention to how you brush your teeth, or how you hold your soup spoon, how you walk, etc.

The average person learns most of these things at an early age, reaches a stage of satisfied performance in them, and goes on doing them in the same way for the rest of his life. In doing them from habit, he does them unconsciously, and, therefore, without using his head.

You can't expect to develop your mental muscles if you let them grow flabby through disuse and lack of exercise. Here, then, is the first rule for raising your I.Q. It is: *Use Your Head at Living.*

Using your head "at leisure" means using it at those things you do for pastime, sport, or recreation. It means seeing movies that open new vistas of thought and make you use your head. It means

No New Thinking

AN OLD and very successful doctor, who had a national reputation as a specialist, once told me that in his specialty (which was medical diagnosis — and, therefore, the "thinkingest" end of medical practice) he rarely found more than a case or two a year that was really new. Ninety-nine per cent of his cases were simply matters of observing the symptoms and then diagnosing the illness on the basis of what is being taught in every good medical school in the country — simply applying the rules that have been in medical textbooks for twenty years. No new thinking was necessary.

— H. E. H.

reading the books that take close concentration — the books that force you to think — the books that give you mental exercise. And finally, it means (in games and sports) turning your mind to their pursuits — studying them mentally — going at them with the attitude of the learner, always the learner, bent on improvement. It means — *Use Your Head at Leisure.*

IT is in the last area — that of using your head "at work" — that the most can be done, not only for increasing your brain power, but also for success and happiness. To appreciate this, you must know that it is the exception rather than the rule for a man to really use his brain at the job that

he has been doing for six months or a year — the job in which he has really settled himself comfortably.

IT is obvious enough that this is the case for the typist or machinist. Once they have learned the routines of their tasks, it is quite clear that they can do everything from habit without ever feeling the necessity for anything like real thinking. But the same is true (and almost to the same degree) for people in lines of endeavor that we usually consider to be "brain work."

Take an accountant, for example — a man who sits, day after day, poring over columns of figures. Is he not using his head? Only in a way, he is. He is not really doing any *new* thinking because he is simply applying the rules he has learned in his training courses in accounting. Every problem has a rule for its solution, and, comes the problem, he habitually applies the rule. He knows from experience and training which rule to apply, and he doesn't have to think one up — that is, he does not have to do *new* thinking.

Then if it is true that people at work (from typists and machinists to diagnosticians and accountants) can live without really using their heads, we can see how it is that the psychologists have recorded that

for most folk there is little mental development after they settle down in their jobs in their twenties. We can see that if we want to grow mentally, we are going to have to learn to apply the third rule: *Use Your Head at Work.*

Simply stated, this means *keeping your mind on your business*. It means that if you are a typist or machinist, you will refuse to do these jobs in the same habitual and routine way day after day. It means that you will turn the full attention of your mind to them — thinking constantly of new and better ways of doing them.

IT MEANS that if you are an accountant or a diagnostician or any other so-called "brain worker," you also will use your head — really use it on the job — not in simply applying the old rules that you have been taught, rules that have been in the textbooks for twenty years, but in devising new rules, new and better rules, that set down new and better ways of doing things.

To use the old rules is to use the thinking of others, and in using their ideas, your thinking is no better than second-hand.

To devise new rules is new thinking — the only kind that really makes minds — the kind that makes progress and success.

Nowadays the fruits of success seem to be ulcers. — MAURICE SEITTER

